



**Annual Impact Report of
Florida International University's
Office of Global Learning Initiatives**



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EXECUTIVE SUMMARY

Global Learning for Global Citizenship is the Quality Enhancement Plan (QEP) for Florida International University (FIU). The purpose of the plan is to provide every FIU undergraduate with curricular and co-curricular opportunities to achieve the knowledge, skills and attitudes of global citizenship through global learning (GL).

Beginning in fall 2010, FIU phased in a requirement that undergraduate students take a minimum of two GL-designated courses and participate in integrated GL co-curricular activities prior to graduation. Students take a GL foundations course as part of their core curriculum sequence and a second GL course in the upper division. Students may meet the requirement by taking approved upper division GL courses as electives or, where available, in their major.

Global learning is the process by which students are prepared to fulfill their civic responsibilities in a diverse and interconnected world (Hovland 2006). FIU fosters the knowledge, skills, and attitudes of global citizenship through interdisciplinary exploration of real-world problems in the curriculum and co-curriculum. Through global learning, all FIU undergraduates acquire knowledge of interrelated world conditions, the ability to analyze issues from multiple perspectives, and the willingness to engage in local, global, international, and intercultural problem solving. FIU uses multiple methods to assess these GL student learning outcomes (SLOs) and uses assessment data for continuous improvement of student learning and quality control.

The QEP's success rests on the achievement of four program goals: (1) FIU will provide a sufficient number of GL courses to enable students to meet the GL graduation requirement outlined in the *Global Learning for Global Citizenship* Curriculum Framework; (2) FIU's faculty and Student Affairs professionals will integrate an increasing number of GL co-curricular activities into the baccalaureate curriculum; (3) FIU's Office of Global Learning Initiatives (OGLI) will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning; and, (4) FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education. FIU has developed assessments for each of the program goals. Program goal assessment data is used to identify areas of improvement for the QEP and make adjustments as necessary to enhance student learning.

FIU has committed the financial, human, and physical resources necessary to effectively develop, implement, and sustain its QEP. FIU initially allocated a budget of \$4.11 million to implement the GL curriculum and co-curriculum, maintain the OGLI, provide for significant professional and faculty development, execute a comprehensive communications and public relations campaign, dedicate classroom space and technology to accommodate GL courses, and support co-curricular programs.

Since 2006 FIU has engaged in a broad-based process of developing and implementing its QEP. This process helped the FIU community to realize that there was a gap between the university's founding purposes and the opportunities it provided for a globally oriented education. FIU's QEP bridges this gap. *Global Learning for Global Citizenship* is a university-wide initiative that has been embraced by FIU's students, faculty, administration, Board of Trustees, and the greater FIU community as integral to achieving the institution's founding purposes: education of students, service to the community, and greater international understanding.

Program Goals and Intended Student Learning Outcomes

The Office of Global Learning Initiatives (OGLI) directs its efforts toward achieving four program goals addressing students' global learning and the environment supporting global learning. These goals and their corresponding assessments are listed in Table 1.

Program Goal	Assessment
1. FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL curriculum requirement outlined in the <i>Global Learning for Global Citizenship Curriculum Framework</i> .	<ul style="list-style-type: none"> • Annual comparisons of GL course offerings to student enrollment and to projections made in FIU's 5-year QEP Strategic Plan
2. The Office of Global Learning Initiatives will increase internal and external support for integrative global learning.	<ul style="list-style-type: none"> • Annual comparisons of student participation in integrative GL activities sponsored or co-sponsored by the OGLI • GL Medallion program exit survey • GL Medallion program student reflections • Global Perspective Inventory(GPI), Curriculum and Co-Curriculum scales
3. FIU's OGLI will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning.	<ul style="list-style-type: none"> • GL Faculty/Staff Workshop evaluations • Focus groups conducted 3-6 months after workshops
4. FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education.	<ul style="list-style-type: none"> • GPI

Table 1: OGLI Program Goals and Assessments

FIU has also established three global learning (GL) student learning outcomes (SLOs) defining the knowledge, skills, and attitudes of global citizenship in the 21st century. These SLOs and their corresponding assessments are listed in Table 2.

GL SLO	Assessment
Global Awareness: Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.	<ul style="list-style-type: none"> • GPI, Cognitive-Knowing and Cognitive-Knowledge scales
Global Perspective: Students will demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.	<ul style="list-style-type: none"> • GPI, Intrapersonal-Identity and Intrapersonal-Affect scales
Global Engagement: Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.	<ul style="list-style-type: none"> • GPI, Interpersonal-Social Interaction and Interpersonal-Social Responsibility scales

Table 2: GL SLOs and Assessments

Significant OGLI Developments, AY 2016-17

FIU's OGLI developed in a number of important ways during AY 2016-17. These developments were implemented to address FIU's *BeyondPossible2020* strategic plan, previous years' program goal assessment results, and changes in institutional context.

Comparative and International Education Society (CIES). In June 2016 the OGLI became home to the Office of the Executive Director (OED) of CIES, the largest and oldest of 47 comparative and international educational societies in the world. OGLI Director Hilary Landorf became CIES' Executive Director, and the organization committed more than \$400,000 over three years to fund the OED at FIU. Landorf's first order of business was to appoint the OED team of Managing Director Mariusz Galczynski, Communications Coordinator Ryan Blanton (graduate assistant), Operations Assistant Salma Hadeed (graduate assistant), and newsletter editorial assistant Amir Mehriary (graduate intern). Major accomplishments during AY 2016-17 included:

- Coordinated, with President-Elect Noah Sobe and Indiana University Conferences, all aspects of the **61st Annual CIES Conference**, which took place March 5-9th, 2017 in Atlanta, GA. The conference had 2429 attendees from 45 US States and 110 countries and featured 671 sessions.
- Negotiated over 20 vendor contracts and a four-year, multi-site contract with Hyatt Hotels for the 2019-2022 CIES annual conferences.
- Developed and implemented infrastructure for stabilizing financial systems including reporting and forecasting of CIES income, expenditures, and investments. CIES maintains an annual operations budget of over \$700,000 and investments over \$1,000,000.
- Worked directly with President-Elect Noah Sobe to create models for replacement and ownership of membership and journal subscription systems currently managed by University of Chicago Press.

Collaborative Online International Learning (COIL). In July of 2016, a three-year \$418,200 Technology Fee Grant was awarded to co-PIs Stephanie Doscher, Associate Director, OGLI and Matthew Hagood, Director, Media Technology Services, to rapidly scale up the development of COIL courses involving FIU faculty and students and their peers abroad. FIU-COIL courses enable intercultural teams to develop meaningful collaborative projects that increase their knowledge and help them better understand and empathize with other people's perspectives. Since FIU-COIL courses are embedded within the curriculum and can be conducted in face-to-face, hybrid, or online modalities, participating students gain access to the world and its diversity without incurring any additional cost. During AY 2016-17, four FIU faculty and their international partners successfully taught COIL courses. Four additional FIU faculty and their international partners designed courses to be launched during fall 2017. A hybrid professional development course that will enable FIU faculty and their international partners to design COIL courses is being developed during summer and fall 2017 for launch in January 2018. Doscher, Hagood, and consultant Jon Rubin are building a network of international university partners with whom our faculty and students can collaborate.

Integrative Global Learning for Online Students. For the first time, fully-online students are involved in every aspect of *Global Learning for Global Citizenship*: courses, the Global Learning Medallion, Peace Corps Prep, internships, events including the Tuesday Times Roundtable, and the executive boards of our clubs and organizations. Blackboard learning environments were created to facilitate learning opportunities for fully-online students, including through forums to discuss events taking place at bookstores, museums, and universities located in the students' local communities. In the case of Peace Corps Prep, online and on-campus students both communicate via Blackboard, creating a cohesive community and experience. All events hosted by Global Learning are either recorded for later viewing or streamed live. There are currently 38 fully-online students participating in integrative global learning, including 38 in the Medallion, 2 in Peace Corps Prep, and 1 in a leadership position in a student organization.

Student Internships and Fellowships. The OGLI continued to grow the number of globally-focused internship opportunities available to FIU students and provided enhanced services for successful internship placement, including career coaching and resume review. New partnerships were forged with media organizations BBC Worldwide and NBC Universal, specifically in departments that manage marketing in PR to Latin American Markets, and La Cuisine, a Latin American sales company. Thirty-five students received globally-focused internship placements during AY 2016-17 as a result of proactive relationship building and robust student consultation.

Retention Rates for GL Medallion students. New data suggest that GLM students are consistently higher in retention than their non-GLM peers. For example, 2013 FTIC GLM students between a 3.25-3.49 GPA had a 2-year retention rate of 100% while non-GLM with a similar GPA were at 91%. Retention rates were higher across GPA levels.

GL Research Fellowships. The OGLI awarded one research fellowship to faculty during AY 2016-17. "Educating for Global Competency" is part of a Collaborative Online International Learning (COIL) course in collaboration with Dr. Rosa Guzman, Early Childhood and Literacy faculty member at La Sabana University in Colombia. Drs. Salmon and Guzman will engage pre-service teachers and students from the two settings in an Out of Eden Learn experience, in which students accompany National Geographic journalist Paul Salopek on his 21,000-mile, seven-year walk around the world, exploring their own neighborhoods, investigating contemporary global issues, and reflecting on how they as individuals fit into a broader geographical and historical context. Students will share their perspectives and interact with one another on a digital platform that uses social media as a springboard for deep, meaningful learning. The goal of this research is to ignite students' interest in the wider world and support them to become more informed, thoughtful, and engaged global citizens.

Professional Development. In addition to our staple Global Learning Course Design and Instruction workshops, the OGLI sponsored seven GL Strategies workshops during AY 2016-17, attended by 84 faculty members. FIU GL faculty taught all workshops. Workshops explored the PhotoVoice methodology, methods for engaging students in global learning online, the Process-Oriented Guided Inquiry Learning (POGIL) methodology, methods for using Wikipedia to teach research and writing skills, Place as Text pedagogy, and methods for integrating service learning into courses across the curriculum. Twenty-one faculty members also attended a workshop on integrating the paper and its resources into the curriculum conducted by FIU's New York Times Readership Program account representative.

National and International Visibility. OGLI staff, together with colleagues from FIU and leading institutions in international education, increased FIU's visibility by making presentations via conferences and workshops. The OGLI focused its efforts on reaching senior internationalization officers and others grappling with the following "hot" topics in the field:

- **Resources for Global Learning:** OGLI Executive Director Hilary Landorf, Director Stephanie Doscher, Anthony Pinder, Assistant Vice President of Academic Affairs for Internationalization and Global Engagement at Emerson College, and Jewell Winn, Senior International Officer Executive Direction for International Programs at Tennessee State University presented "Equitable, Entrepreneurial Practices for Funding Inclusive Excellence through Universal Global Learning" at the annual American Association of Colleges & Universities Conference in San Francisco, CA (January, 2017). Landorf, Pinder, and Winn presented "Strategies for Equitable Funding of Universal Global Learning Initiatives" at the annual conference of the Association of International Education Administrators in Washington, D.C. (February, 2017).
- **Defining Global Learning:** Landorf presented a session on "Reviving the Meaning of Global Learning" at the 61st annual conference of the Comparative and International Education Society in Atlanta, GA (March, 2017)

- **Global Learning and Diversity/Inclusion:** Landorf and Dawn Michele Whitehead, Senior Director for Global Learning and Curricular Change at the American Association of Colleges and Universities (AAC&U) were invited to give a pre-conference workshop on “Inclusive Excellence and Global Learning: Intersections between Internationalization and Diversity/Inclusion Initiatives to Advance Student Learning” at the annual conference of the Association of International Education Administrators in Washington, D.C. (February, 2017).
- **Assessment:** Landorf was invited to co-lead a full-day colloquium on “Global Learning Competencies in Legal Education” at the NAFSA: Association of International Educators Conference and Expo in Los Angeles, CA (June, 2017).
- **Co-Curricular Engagement:** OGLI Program Manager Eric Feldman presented a session, "Going Global with Civic Learning and Democratic Engagement: Global Learning as an Enhancement for Democratic Engagement" at the annual American Association of State Colleges and Universities Civic Learning and Democratic Engagement Meeting in Baltimore, MD (June 2017). Feldman & Landorf also presented “Global Learning distinction programs: Helping Global Citizens Stand Out” at the annual Florida Consortium for International Education meeting in Orlando, FL (September 2016).

The following publication profiled FIU’s global learning initiative during AY 2016-17:

- “Developing a Framework to Evaluate the Potential of Global Learning in MOOCs,” an article by Sarah Mathews and Hilary Landorf in the peer-reviewed journal *New Horizons in Adult Education and & Human Resource Development*, Volume 28, No. 4, pp. 3-14.

OGLI’s Impact on Student Learning and the Environment Supporting Student Learning, AY 2016-17

The OGLI’s Program Goals 1-3 address students’ global learning and the environment supporting global learning. The OGLI impacted these goals in the following ways during AY 2016-17:

Program Goal 1: FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL curriculum requirement outlined in the *Global Learning for Global Citizenship Curriculum Framework*. In order to determine whether FIU was adequately accommodating all students subject to the undergraduate GL graduation requirement during AY 2016-17, FIU compared the number of GL-designated courses taught and annual enrollment in these courses to annual entering student enrollment figures. One hundred and ninety-four approved GL courses were available to be offered in AY 2016-17 (fall ‘16, spring ‘17, summer ‘17). Of the 194 GL courses available, 81% or 157 of these were taught during AY 2016-17. A total of 45,797 seats were filled in these courses. Of the total seats filled, 4,080 were filled by first-time-in-college (FTIC) freshmen. This number represented 86.0% of the 4,742 FTIC freshmen that entered during AY 2016-17 (see Table 3). This exceeded the projected 50 percent GL course enrollment needed to signal that FIU was providing a sufficient number of GL-designated courses to enable FTIC freshmen to meet the GL graduation requirement. A total of 29,418 individual students completed GL courses in AY 2016-17.

Transfer students entering FIU in AY 2016-17 filled 10,756 seats in GL-designated courses (see Table 3). This number represented 123.0% percent of the 8,755 transfer students entering that year, well exceeding the goal of 75 % GL course enrollment for incoming transfers.

AY 2016-17 GL Course Enrollment Totals			
	Number of Students Entering FIU ¹	Number of Students Enrolled in GL Courses	Percentage of Students Entering Who Enrolled in GL Course
FTIC	4742	4080	86.0 %
Transfers	8755	10756	123.0 %

Table 3: Number of Seats Filled In GL Courses, By Class Status, AY 2016-17

Twenty-two new GL courses were approved during AY 2016-17. Continued interest in the establishment of new GL courses was welcome, as the original QEP projected that in order to enable students to meet the GL requirement, there would not be a need to develop additional GL courses past AY 2011-12. Ninety-seven percent or 70 of FIU's 72 undergraduate programs included one or more GL-designated courses in their degree's program of study.

Program Goal 2: The Office of Global Learning Initiatives will increase internal and external support for integrative global learning. FIU assessed this goal through annual comparisons of student participation in integrative GL activities sponsored or co-sponsored by the OGLI, GL Medallion program exit surveys, GL Medallion program student reflection essays, and the GPI Curriculum and Co-curriculum scales.

- *Annual Comparisons of Student Participation:* During the academic year, 1,439 students were enrolled in the Global Learning Medallion, 38 students were enrolled in the Peace Corps Prep program, and 65 students were members of OGLI-affiliated clubs and organizations, including the Global Living Learning Community. The OGLI also saw robust participation in our events, with an attendance of 934 at 38 Tuesday Times Roundtable sessions. We also hosted 45 special events outside of the Roundtable series, including chats with international development professionals, Peace Corps programming, and Language Day. This is the first year that comparisons of student participation is being used as a metric for this goal; a comparison to prior-year will be included in next year's report.
- *Global Learning Medallion Program Exit Survey:* A required exit survey was instituted as part of the GL Medallion graduation process for the first time in Summer 2017. 100% of the 9 students who completed the survey reported a positive experience with the program. Specific comments include, "I would like to thank you for keeping us apprised of any opportunities in the community," "What started off as an extra credit became the highlight of my collegiate experience. I was the student that went to school and came home immediately. Eventually, I met different people and became more involved in activities."
- *Global Learning Medallion Student Reflection Essays:* All graduating Global Learning Medallion students complete a reflective essay as part of a broader ePortfolio component. Students identified how domestic and international travel opportunities impacted the scope of their learning, as well as how global learning takes place locally and is not dependent on travel. For example, one student reflected on being able to experience 5 locales during her college experience, "in a world where borders and boundaries are ever changing." Another focused on interconnectedness, discussing how she learned of the "complex interactions between humans and the natural environment."
- *GPI Curriculum and Co-Curriculum Scales:* One thousand one hundred and five graduating seniors responded to the curricular and co-curricular participation questions on the GPI during AY 2016-2017. The OGLI found that on average, seniors graduating in AY 2016-17 participated in GL co-curricular activities while at FIU 1.09 semesters. There is no statistically significant difference between the rate of participation of AY 2016-17 seniors in GL co-curricular activities and that of seniors graduating in AY 2015-16 (1.08 semesters).

¹ Based on enrollment data from August 1, 2017. See <https://opireports.fiu.edu>.

Program Goal 3: FIU's OGLI will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning. FIU assessed this goal through post-workshop surveys and through focus groups conducted three to six months after the workshops.

- *Survey:* Seventy-nine faculty and staff members attended GL Course Design and Instruction workshops during AY 2016-17. Post-workshop surveys were used to gauge the extent to which participants perceived the workshop as having prepared them to design and teach GL courses. One hundred percent of respondents agreed or strongly agreed that the workshop gave them a better understanding of global learning, the concept of global citizenship, and of the GL outcomes. Ninety-six percent of faculty felt prepared to teach a GL course, including developing assessments for the GL outcomes and problem-based themes. Ninety-nine percent reported leaving the workshop with strategies that would help them equip students with knowledge of the interrelatedness of global, international, and intercultural issues, trends, and systems. All reported having gained strategies to help students solve problems from multiple perspectives, and 96% acquired strategies to engage students in problem solving. Ninety-six percent felt prepared to submit GL assessment matrices at the end of the semester. All faculty teaching GL Foundations courses felt ready to develop interdisciplinary teaching strategies and content for their course, and 92% felt prepared to integrate a co-curricular activity into the course.

A number of themes arose in open-ended comments about the workshops. Faculty found GL relevant, saying that today, more than ever, proximity to diversity makes diversity learning important. Several commented on the workshop's direct impact on instruction, as it gave them new ways to conceive of course structure and new teaching strategies. Many remarked that all FIU courses should be taught with a GL approach because it is a powerful way to open students' minds. For many, the realization that knowledge has no boundaries convinced them of the need to relate course content and local events and dynamics to those around the world. Participants appreciated the opportunity to interact with participants from other departments and disciplines. Overall, respondents felt that GL was a valuable university initiative for improving the overall teaching and learning climate at FIU. They also felt that GL was necessary to students' success and to the value of their FIU degree. It provides opportunities for students to become actively engaged in college and enhances their overall college experience. Many expressed appreciation for Stephanie Doscher's enthusiastic, motivational, and knowledgeable instruction. Suggestions for improvement centered on the need for clearer coaching for completing the matrix and requests for a current GL faculty member to discuss how the approach changed their course design and instruction.

- *Focus Groups:* Fifty-three faculty members participated in the end-of-semester focus groups used to evaluate the long-term impact of GL professional development on instruction and student learning. Participants expressed a number of improvements that they were making in their courses not only due to attending Course Development and Instruction workshops, but also from having attended GL strategies workshops on the use of Wikipedia, Team-Based Learning, and City as Text. Overall, faculty commented that workshops are empowering, and that follow-up "concierge" services are needed to help them implement their new ideas and keep the fire of innovation burning.

Technology is playing an increasing role in GL courses; faculty use VoiceThread to enable students to collaborate with peers at home and abroad and, instead of traditional sequential poster presentations, which faculty and students have complained is lengthy and lacking in educational value, faculty have student present all posters simultaneously online and professors give students specific instructions for peer critique. This works especially well in large classes. On the other hand, faculty expressed challenges developing and implementing meaningful community service and engagement activities in large enrollment courses.

Faculty talked about some issues and successes that transcend GL designation. For instance, they find success with students meeting expectations when they provide assessment rubrics ahead of time. By the same token, plagiarism continues to be an issue, especially with first year students. And when students are asked to journal, they often simply repeat what is said in class. In general, media literacy is an issue; students struggle choosing reliable sources and wonder “what is ‘truth’?” This issue extends to getting to know and understand the classroom’s diversity. Faculty notice that Global First Year students, in particular, have a hard time mixing in class. They don’t get to know others beyond their small groups and need help mixing with other students.

Program Goal 4: FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship (GL SLOs) over the course of their FIU education. FIU used the GPI as a pretest/posttest measure to estimate the OGLI’s overall impact on student learning.

AY 2016-17 GPI Results (see Appendix A):

Using an independent sample t-test, the OGLI found a statistically significant increase (**p<.01 or **p<.05) in students’ average GPI scores for all scales². Likewise, using a paired sample t-test for a subgroup (n=284) of students who took the GPI as freshmen and seniors, FIU found a statistically significant increase (**p<.01) in students’ average GPI scores for four of the six scales (see Table 4). These findings demonstrate that the OGLI’s work is having a significant positive effect on students’ global awareness, perspective, and engagement (see Table 4).

Pretest/Posttest GPI Average Score Results, AY 2010-2017				
GPI Scales	Cohort		Paired Sample	
	2012-13 FTIC N=2364	2016-17 Seniors, N=1,101	2010-14 FTIC, N=284	2016-17 Seniors, N=284
Cognitive Knowing	3.42	3.53***	3.47	3.55**
Cognitive Knowledge	3.80	4.03***	3.81	3.95**
Intrapersonal Identity	4.25	4.29**	4.14	4.20
Intrapersonal Affect	3.82	3.98***	3.79	3.97**
Interpersonal Social Responsibility	3.82	3.87***	3.82	3.85
Interpersonal Social Interaction	3.70	3.84***	3.65	3.81**

**p<.01, *p<.05

Table 4: Pretest/Posttest GPI Average Score Results, AY 2010-2017

Using data from the curricular and co-curricular scales of the GPI, the OGLI conducted a regression analysis to determine the relative influence of various GL strategies on students’ global awareness, perspective, and engagement (see Appendix A). Intensive classroom dialogue among students with different backgrounds and beliefs was found to be significantly positively correlated with all three GL SLOs. This finding is consistent with research (Braskamp and Engberg, 2011; Glass & Braskamp, 2012) that concludes that meaningful encounters of difference contribute significantly positively to students’ development of the attributes of global citizenship.

In addition, increased attendance in community service activities at FIU was found to be significantly

² The GPI Cognitive domain indirectly corresponds to the global awareness SLO; the Intrapersonal domain indirectly corresponds to the global perspective SLO; the Interpersonal domain indirectly corresponds to the global engagement SLO.

positively correlated with both global perspective and global engagement, while participation in activities that reflect students' cultural heritage and organized discussions on international or global affairs were found to be significantly positively correlated with global awareness.

Use of Results to Facilitate Continuous Improvement

Based on program goal assessment results, the OGLI proposes the following developments for AY 2016-17. These will be presented to various stakeholder groups for input and approval, including the Faculty Senate GL Curriculum Oversight Committee (GLCOC), the Global Council, and the Office of the Provost. These developments will increase the extent to which the OGLI will be able to achieve its program goals and contribute to FIU's *BeyondPossible2020* performance metrics:

Program Goal 1: The OGLI is upgrading its Global Learning Score (GL Score) in order to increase its usefulness and visibility for all academic departments that service undergraduates. Starting in AY 2017-18, the Global Learning Metric will be presented on the Global Learning website (goglobal.fiu.edu) as an interactive visual dashboard. The new GL Score will consist of the following performance indicators for each department:

- Number and percentage of GL courses
- Number of faculty who have participated in GL Development workshops
- Number of students who have completed GL courses
- Number and percentage of students enrolled in the GL Medallion program.

These performance indicators will ensure that departments of all sizes remain competitive and work continuously to develop their Global Learning proficiencies. OGLI staff will strategize with department chairs, academic program directors and faculty ways in which they can use their GL Metric score to incorporate more GL opportunities such as developing or revising courses for GL designation, encouraging faculty to attend GL professional development workshops, and recruiting students to participate in the Global Learning Medallion program. They will also discuss ways in which academic departments may use their GL Metric score to showcase their GL accomplishments with internal and external audiences.

Program Goal 2: New campus partners with a global focus such as the Multicultural Greek Council will be identified and cultivated to recruit Global Learning Medallion students and to provide more event opportunities for GLM students. Peace Corps Prep students will benefit from an enhanced partnership with Career and Talent Development which hosts the on-campus Peace Corps Recruiter. The new recruiter for the coming AY will meet with each PCP student annually to develop a customized action plan. We are aware of 2 students who finished the PCP program who have been accepted to the Peace Corps and we plan to increase this number. A greater number of campus screens will be utilized to further promote the Tuesday Times Roundtable, including those in the Engineering & Computer Science (ECS) and Parking Garage 6 (PG6) buildings. Finally, in order to better cataloged, analyze, and share the learning and employment outcomes of the GLM and PCP programs, student ePortfolios will be displayed on goglobal.fiu.edu by themes and we will follow up with all program graduates 6 months after commencement to ascertain more up-to-date employment and graduate school placements.

Program Goal 3: This year will see a sharp focus on two aspects of professional development: one, recruiting all faculty teaching sections of GL courses to take a GL Course Design and Instruction workshop, and two, developing a flexible hybrid COIL professional development course for FIU and international faculty partners. AY 2017-18 has seen an uptick in the number of new GL courses and the number of new faculty teaching these courses over previous years. This includes a new group of GL courses that are being taught at high schools as part of FIU's dual enrollment programs in Miami-Dade County Public Schools and Broward County Public Schools. The OGLI will work with FIU's dual enrollment administration to plan workshops for high school faculty, and the OGLI will offer GL Course Design and Instruction Workshops consistently throughout the year. In terms of COIL professional development, the goal is to have a course ready for field testing in January 2018. Stephanie Doscher is working closely with Matthew Hagood and his team, as well as consultant Jon Rubin and COIL

Faculty Fellow Martha Barantovich, to develop the course throughout the fall of 2017.

Program Goal 4: Analysis of AY 2016-17 GPI results (See Appendix A) demonstrated that meaningful classroom discussions among students with diverse backgrounds and beliefs have a significantly positive effect on students' global awareness, perspective, and engagement. This is consistent with the results of the previous academic year. Community service activities were found to have a significantly positive effect on global perspective and global engagement. Campus organized discussions on international issues were found to have a strong positive effect on student's global awareness, as were events that reflect student's own cultural heritage.

The OGLI will share these results with faculty, administrators, student clubs, and Student Affairs staff to encourage increased offerings and participation in such strategies as FIU activities that reflect various cultural heritages and campus organized discussions on international affairs. The OGLI will also call on the international network of scholars and practitioners involved in the CIES to engage in virtual and face-to-face discussions with FIU students on global topics of interest.

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Appendix A

Regression Results Examining the Effect of Curricular and Co-curricular Participation on Global Learning Outcomes for Graduating Seniors, 2016-17 (N=882)

	Cognitive Knowing (GA)	Cognitive Knowledge (GA)	Intrapersonal Identity (GP)	Intrapersonal Affect (GP)	Interpersonal Social Responsibility (GE)	Interpersonal Social Interaction (GE)
56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage	-0.041*	0.027	0.010	-0.027	0.008	-0.031
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	0.005	-0.028	-0.010	0.009	0.004	0.037
58. Community service activities at FIU	0.038	-0.013	0.049*	0.038	0.057**	0.033
59. Campus organized discussions on diversity issues at FIU	-0.045	0.007	-0.005	-0.015	-0.007	-0.016
60. Campus organized discussions on international or global affairs at FIU	0.042	0.072*	0.019	0.040	0.024	0.043
61. FIU Leadership programs that stress collaboration and teamwork	-0.009	0.025	-0.003	-0.009	0.026	0.017
62. Religious or spiritual activities at FIU	0.004	-0.019	0.004	-0.016	0.032	0.017
63. Study/education abroad programs through FIU	-0.059*	0.061	0.044	-0.020	0.003	0.043
64. Internship programs through FIU	-0.045	-0.017	0.001	-0.019	-0.011	-0.023
65. Undergraduate research with an FIU faculty member	-0.006	0.013	-0.001	-0.018	-0.011	-0.002
66. FIU global learning-designated courses	0.026	0.011	0.017	0.015	0.025	-0.014
67. Courses at FIU that include materials/readings on race and ethnicity issues	0.026	0.028	-0.007	0.019	-0.013	0.008
68. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs	0.060**	0.042	0.038	0.062**	0.054**	0.063**

*p<.1 , **p<.05 , ***p<.01

 = Significant positive effect
 = Significant negative effect